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ABSTRACT

A study was made to determine how many university level adult educators are likely to be needed by the organizations involved in adult education in Tanzania, and to determine the type of training desired by these organizations. Heads of 38 of the organizations were interviewed. It was found that the organizations are willing to release and sponsor many candidates for the diploma course or to hire larger numbers of personnel in the future trained at the current diploma level. Several employers wanted their adult educators to have some practical skills as well; several wanted a Mature Age Entry candidate who then had the specific training in adult education. Each organization wanted its people trained in a combination of subjects that might include some radio, some methods, some planning and administration, or some evaluation. Education in Tanzania was desired by those organizations needing personnel. It is clear that there may be a need for B.A. level adult educators in the next five to ten years; but there is need to think seriously about alternatives to the university setting for adult educators who will work in rural socialist development. (EB)

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UNIVERSITY OF DAR ES SALAAM
Institute of Adult Education

Study of the Need for University Trained Personnel in the field of Adult Education

AC 010 074

February 10, 1971

Department of Research

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Background

Minute 167.3 of the 14th Meeting of the Board of the Institute of Adult Education called for a study to be carried out of the need for adult educators trained at University level in Tanzania. This action was based on a proposal that if such a need exits, planning should proceed towards the establishment of university degree course at either the B.A. level or higher. A sub-committee was formed that included the following people: Budd Hall, G.O. Haule, Yusuf Kassam, and Folke Albinson. It was the task of this committee to formulate the goals and objectives of the study. The Research Department was responsible for the organisation and completion of the study.

The Problem

Adult Education has expanded in recent years as a means of bringing about mass participation in the development process. This increased emphasis on the education of those not in the formal educational structure was highlighted by the declaration of 1970 as Adult Education Year. The focus of the nation on the role of adult education meant that many institutions which had not been involved in adult education were now to begin. The focus meant further that large numbers of people in all of the ministries and parastatals would have to be trained in the process of teaching, organising or operating adult education programme. The Institute of Adult Education as an institution with a major task to organise and carry out such training programmes, became aware of the shortage of professionally trained adult educators throughout the nation. It has been necessary for many of the posts in adult education training to be filled by people who are either expatriates or Tanzanians trained overseas. The weaknesses of this situation are quite claar. The kinds of experience available outside of Tanzania in adult education can only be partially satisfactory. Differences in purpose, motivations, financing and staffing hamper the transferability of training done elsewhere.

The problem of high level training for Tanzanians is not confined to the field of adult education, but as a need for personnel in other fields has increased, the costs of establishing facilities locally have become justified. Quite simply if there are enough people needed in any field of study, the cost per person of training locally compared with the cost of sending someone overseas is reduced. The financial argument is then augmented by the advantage of having Tanzanians trained on problems of Tanzania and not the United States, Britain or Sweden.

The Purpose

The first purpose of this study is to determine how many university level adult educators are likely to be needed by the various organisations involved in adult education in Tanzania. The second purpose is to determine the type of training that is desired by the organisations that will be employing these people.

Methodology

In order to obtain the necessary information an interview schedule was drawn up. It was decided that since questionnaires sent by post had such a poor rate of return, all information would be gathered from the heads of the various organisations by personal interviews. A list of organisations that appeared to be likely users of university level adult educators was drawn up with the help of the Adult Education Directory and staff members of the Institute. A list of 46 institutions were initially included for interviews but this list was narrowed to 36 which were contacted personally. The list of institutions included appear in the appendix. Most of the headquarters for the institutions involved are in Dar es Salaam, for those outside of Dar es Salaam, resident tutors upcountry were used.

Each of the heads or directors of training was sent a copy of this questionnaire along with a letter explaining the purpose of the study and that a member of staff would be contacting them shortly. The organisations were then contacted by phone, an appointment made for the interview and the interview was subsequently carried out. The interviews themselves were done by C.K. Maganga, Yusuf Kassam, Budd Hall and G.O. Haule, with the latter doing the most.

RESULTS

Level of Training Desired

Organisation heads were asked if there was a need for university level training for adult educators in their organisations. They were asked this quettion in relation to both their present staff, those now working for them and estimated future personnel. For present staff, they were asked how many they would be willing to release and sponsor.

Present Staff

Number of present staff members that you would be willing to release and sponsor.

TABLE 1

Type of Course	Number of Staff
Undergraduate Diploma+	37+++
M.A. Course	5
Part-time Course ++	4
B.A. Course	2
Post-graduate Diploma	2
No answer or no need	7

\+ already in operation

++ a programme whereby staff members would be released only part time for study

+++ there are 21 additional requests from Cooperative Education Centre at an unspecified level-most likely at undergraduate diploma level

Future Staff

Number of staff members estimated within the next five to ten years

TABLE 2

Type of Course	Number of Staff
Undergraduate Diploma	52+
M.A. Course	5
Part-time Course	10
B.A. Course	41
Post-graduate Diploma	6
No answer or no need	5

\+ Co-operative Education Centre needs 34

The first fact that might be noted in Table 1 is that the organisations involved are willing to release and sponsor many candidates for the diploma course. They are also willing to hire larger numbers of personnel in the future trained at the current diploma level. This speaks well for the reputation of the current diploma course, it also means that a continued need exists for this course. It is also quite clear from the data that very few organisations are prepared to sponsor their staff members in any other kind of adult education course. The exception to this is the Institute itself which is prepared to sponsor five of its staff members for M.A. level courses.

When looking at the estimated requests for future personnel, we must be very cautious. The data collected shows that there is a need for a substantial number of B.A. trained adult educators. These estimates however do have limitations. In the first place the estimates were made by people who are not for the most part adult educators themselves. They may not be exactly clear what kinds of training are involved in adult education or what kinds of tasks require university level adult educators. A second point is that these estimates for the most part are based on each organisation expanding its operations in the future. This expansion may not occur. On the other hand the expansion may occur at a faster rate than anticipated. Even if the expansion does occur, there is no obligation to hire B.A. candidates in adult education. Therefore when planning for the creation of a new university course, it is wise to view these figures as very rough estimates.

What subjects should be taught?

Each of the people interviewed was asked to comment on the type of training they thought would be of most benefit to both present staff and future staff.

TABLE 3

Subject	Number of Organisations Requesting Present Staff	Future Staff
Planning & Admin.	14	17
Methods of Teaching	13	15
Evaluation	12	13
Psychology	11	13
Preparation of study materials	11	14
Rural Development	10	12
Publicity & Promotion	10	8
Radio Education	9	9
Literacy	6	6
Adult Education in other countries	5	6

The number of organisation requesting a certain subject will still not tell us how many people need a certain type of training. In order to determine that, the requests for personnel were combined with the subjects requested. This information is included in TABLE 4 below.

TABLE 4

Subject	Number of People to be Trained in each subject + Present Staff	Future Staff
Planning & Admin.	20	123
Methods of Teaching	27	113
Evaluation	24	109
Psychology of Adult Learning	17	101
Preparation of Study Materials	27	117
Rural Development	16	86
Publicity & Promotion	20	107
Radio Education	19	51
Literacy	10	44
Adult Education in Other Countries	13	75

+ n.b. Level of training is not specified, includes all types of training

In interpreting the data for the number of people trained in the various subjects one must be careful to realise that this does not mean that 51 people should be trained in Radio another 113 in Methods and another 109 in Evaluation. What this means is that if you take all requests for all types of courses and then combine that information with the various combinations of subjects that organisations need, you will produce the figure in TABLE 4. In other words, each organisation wants its people trained in a combination of subjects that might include some radio, some Methods, some Planning and Administration or some Evaluation.

During the interviews other information concerning the types of person or training that is needed by the various agencies was obtained. There were several employers who expressed the view that they would like their adult educators to have some practical skills as well. Skills such as simple construction or masonry or carpentry would be useful to many adult educators especially as many are put in the position to encourage local development, but may not have the practical skills necessary to carry this out.

Another interesting comment was heard from more than one organisation was that for adult education activities, the types of person that they wanted was a Mature Age Entry candidate who then had the specific training in adult education. The reason for choosing this type of person is that there is a very good chance that this person has had experience at the grass roots level. The advantage gained is that it may be possible to get a graduate and an experienced man in the same person.

Where should training be done?

In order to plan a course of any type it is necessary to establish the fact that training in Tanzania is in fact desired by those organisations needing personnel. TABLE 5 presents the information.

TABLE 5

Where should adult educators be trained
(response of organisation heads)

Location	Present Staff	Future Staff
Tanzania	18	18
Overseas	-	-
Both	3	6
No answer	6	3

n.b. Some respondants answered twice

As expected the majority of organisations aaw the need to have future and present adult educators trained in Tanzania. The reasons for this are obvious. A few of the organications said that they would like their candidates to have some experience overseas as well, looking into relevant programmes in other countries.

A question which should have been asked, but was not has to do with whether or not potential adult educators or present staff members should be trained in rural or urban areas. It is very possible that many organisations would like to have their employees trained outside of isolated physical setting of the university. This should be looked into further if further planning continues.

The Next Steps

It seems clear that there is a strong continuing need for diploma level personnel in the various organisations concerned with adult education. It seems that there may be a need for B.A. level adult educators in the next five to ten years. There is a need to think now very seriously about the direction that adult education is to take in the development of Tanzania. How will it best bring about rural socialist development? Should alternatives to the university setting for adult educators be sought? Professor Jack London, a Visiting Professor with the Institute of Adult Education made these comments in reply to the discussion of the manpower study:-

> "I have serious question about going overboard in pushing far too much training of adult educators. The diploma programme is the direction that I believe the country should be moving. I recognize that University training confers prestige and status upon the field. But I am also concerned about the quality of elitism that materialises at the University which can retard an effective adult education programme in rural areas--and that should be the focus. I kept asking, when I was in Tanzania, who will educate the educated to develop a genuine respect for the peasant? How do you develop a socialist man?"

For those who will be continuing the planning for training in adult education, these questions must be carefully thought out.

APPENDIX A

List of Organisations Contacted

Ministry of National Education
Ministry of Health and Social Welfare
Ministry of Regional Administration and Rural Development
Ministry of Agriculture and Cooperatives
Tanzania People's Defence Force
National Service
Kivukoni College
Kibaha Education Centre
Umoja wa Wanawake
National Union of Tanzania Workers
Cooperative Education Centre
Cooperative Education College
East African Training Centre
National Institute for Productivity
Technical College
Nyegezi Social Training Centre
TANU Political Education Section
Institute of Adult Education
Institute of Development Management
National Development Corporation
State Trading Corporation
National Insurance Corporation
National Housing Corporation
Friendship Textiles
Ubungo Farm Implements
Tanita
National Agricultural Products Board
Tanzania Shoe Company
British-American Tobacco, Tanzania Ltd.
Christian Council of Tanzania
Young Mens Christian Association
Young Womens Christian Association
Msimbazi Centre
Unesco
International Labour Organisation
Tanzania Society for the Prevention of Cruelty to Animals
Cooperative Union of Tanzania

UNIVERSITY OF DAR ES SALAAM
INSTITUTE OF ADULT EDUCATION

ADULT EDUCATION MANPOWER SURVEY

Name of Organisation _____

Person Interviewed _____ Position _____

Interviewer _____ Date _____ Time _____

A. Present Staff

In this interview we would like information about your present staff and people who you think might be hired in the future. This first part of the interview deals only with members of staff who are working for you now.

1. Do you have members of staff who are working in the education or training of adults?

   1. Yes
   2. No

If no turn to Section B.

2.	What are the titles of the posts?	What types of work is done	What are the educational qualifications for jobs?
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____

3. In the next five to ten years, would you like to have any of your present staff trained at University level in any of the following areas? (hand card to subject)

   1. Adult radio education
   2. Methods of teaching adults
   3. Teaching and Evaluating literacy
   4. Planning and Administration of adult education programmes (recruitment, supervision, scheduling etc.)
   5. Adult Education and Rural Development
   6. Publicity and Promotion of Adult Education Programmes
   7. Evaluating of Adult Education Programmes
   8. Psychology of Adult Learning
   9. Adult Education in other countries
   10. Preparation of study materials for adults
   11. None needed

4. In order to plan we would like to know how many people you might need with training in some or a combination of the subjects listed on the cards?

	Subject	Number needed	How many to be released and sponsored
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

5. For your present staff would you like them to attend
   1. A nine month diploma course (undergraduate)
   2. A B.A. degree course
   3. A postgraduate diploma
   4. A postgraduate degree
   5. A part-time study programme of work combined with training
   6. Other _____

6. If such training were available would you prefer it to be in Tanzania or Overseas?
   1. Tanzania
   2. Overseas
   3. Both

B. New Staff

Turning now to new staff that are likely to be hired by this organisation in the next five to ten years.

7. Do you see a need for future staff to be trained at a University level in any of the areas listed on the card. (Hand the card back)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

8. How many people in these areas do you think might be needed?

	Subject	People needed
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

9. Would you prefer these people to be trained in Tanzania or overseas?

1. Tanzania
2. Overseas
3. Both

10. If you could choose one of the following programmes to begin first in Tanzania which would you choose?

1. B.A. degree course
2. M.A. degree course
3. Post graduate diploma
4. Part time study programme of work combined with training

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